



Pyramid Model Equity Coaching Guide

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The Pyramid Model Equity Coaching Guide provides the classroom coach with a reflection tool to examine the implementation of Pyramid Model practices through the lens of culturally responsive practices and identification of implicit bias. The Pyramid Model Equity Coaching Guide is used within the collaborative coaching partnership and ongoing coaching activities to identify when there are equity concerns related to practice implementation.

The tool provides: (1) reflective questions that are used by the coach to identify areas of concern; (2) guidance for identifying the concern and supportive data; (3) links for resources that might be used to address areas of concern; and (4) conversation starters and strategies for supporting the coachee in addressing concerns.

The Pyramid Model Equity Coaching Guide is used by the coach in the following manner:

- Step 1: The coach uses the reflection questions to identify concerns related to culturally responsive practices and implicit bias.
- Step 2: The coach examines all sources of data to develop a comprehensive understanding of the concern or potential issue. The coach defines the issue to be addressed.
- Step 3: The coach identifies resources related to the concerns that might be helpful in guiding the teacher in understanding and addressing the concerns.
- Step 4: The coach uses the Pyramid Model Equity Coaching Guide in a reflection and feedback session with the teacher to initiate a process for creating an action plan to address the concerns.

The tool can be used at any point during the practice-based coaching process, but should only be used after assessing classroom practices with the Teaching Pyramid Observation Tool (TPOT). The TPOT provides the coach with a comprehensive assessment of Pyramid Model practice implementation and the Pyramid Model Equity Coaching Guide examines the implementation of those practices through an equity lens. In addition to the TPOT, the coach might use other data sources in the identification of concerns. These data sources might include Behavior Incident Report (BIR) summaries at the program and classroom level, direct observations of classroom interactions, review of records and classroom products, and other forms of data related to classroom practices (e.g., ECERS, CLASS).

The Pyramid Model Equity Coaching Guide is designed to be used by coaches after the coach has established a strong collaborative coaching partnership, an initial TPOT assessment has been completed, the coach and teacher have begun working together, and the coach has conducted several observations in the classroom.

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Step 1: Coach Reflection Questions

Instructions

Review these questions to identify areas of potential concern related to equitable practices in the classroom. The bullets in italics are meant to provide examples for the item in practice. These examples are offered as illustrations of the practice, but are not required and are not part of the criteria for the practice. The teacher and coach may have other examples to address the item that are appropriate in their program.

Question	Reflections
<p>1. Do learning centers and activities include materials, songs, visuals that are aligned with the cultures and interests of children in the classroom?</p> <p>▲ <i>The teacher collaborates with families to locate culturally relevant musical instruments for children to use during weekly music lessons. Teacher asks families to share songs that reflect family cultural backgrounds and or family history. Songs learned in the weekly music lessons are added to the song bank as part of the daily circle routine.</i></p> <p>▲ <i>On a monthly basis the teacher inventories the classroom to ensure materials available align with the cultures represented by all children in the classroom. If needed, the teacher might add materials (e.g., relevant children’s literature to the book area, new cultural toy food items to the kitchen area, or new dress up clothes to the imaginative play area).</i></p>	<p><input type="checkbox"/> Yes; no concerns.</p> <p><input type="checkbox"/> No; my concerns:</p>
<p>2. Does the schedule include activities where children work collectively or cooperatively?</p> <p>▲ <i>Teacher intentionally plans ongoing collaborative play activities as part of small group rotations. Children are given specific group tasks in the activity, such as working collectively to build a block castle or working in pairs to create partner portraits.</i></p> <p>▲ <i>Daily schedule may include gross motor activities that focus on team building and cooperative play, including games such as relay races, parachute, and bean bag toss.</i></p>	<p><input type="checkbox"/> Yes; no concerns.</p> <p><input type="checkbox"/> No; my concerns:</p>
<p>3. Do the posted schedule, expectations, and rules use the children’s home language?</p> <p>▲ <i>Rule poster contains pictures of children in the classroom following the rules as well as text in English and home languages.</i></p> <p>▲ <i>Classroom schedule includes text in English and home languages.</i></p>	<p><input type="checkbox"/> Yes; no concerns.</p> <p><input type="checkbox"/> No; my concerns:</p>
<p>4. Do teachers use multiple examples, visuals, and cultural experiences to teach behavior expectations in a manner that relates to all children?</p> <p>▲ <i>All children in the classroom assist with making expectation posters. Posters include the stated behavior expectations and photographs of all children engaging in one of the expectations. Children decorate the posters and sign their name on the poster they helped decorate.</i></p> <p>▲ <i>Teachers change circle time rules from “eyes on teacher” to “eyes are looking.” This change accommodates children in the classroom whose family culture places significant value on respecting adults, which includes avoiding eye contact with authority figures.</i></p>	<p><input type="checkbox"/> Yes; no concerns.</p> <p><input type="checkbox"/> No; my concerns:</p>

Question	Reflections
<p>5. Does the teacher guide all individual children who need extra support to begin and complete the transition?</p> <p>▲ Classroom staff has learned basic transition phrases in the home languages (e.g., <i>snacktime</i>, <i>circle time</i>) that can be used during transitions to engage more children in transition activities.</p> <p>▲ Teacher develops a new transition strategy based on the child's interests by creating a "rap" about clean-up that adds new words for a popular song.</p>	<p><input type="checkbox"/> Yes; no concerns.</p> <p><input type="checkbox"/> No; my concerns:</p>
<p>6. Do teachers provide positive descriptive feedback for children's skills, behaviors, and activities to every child?</p> <p>▲ Teacher self-monitors use of descriptive feedback to ensure she is equitable in the delivery of positive descriptive feedback across all children and groups of children.</p> <p>▲ Teacher creates a visual display for "catching" children following expectation (e.g., children place a leaf on the classroom "Kindness Tree" when they display friendship skills in the classroom) The visual display allows the teacher to visually and quickly assess which children in the classroom may not be receiving as much feedback as others and increase rates of feedback for those children.</p>	<p><input type="checkbox"/> Yes; no concerns.</p> <p><input type="checkbox"/> No; my concerns:</p>
<p>7. Do teachers have conversations, engage in play, and use questioning with all children in the classroom (e.g., including the use of the child's home language, interests, and learning preferences)?</p> <p>▲ Conversations with children reflect knowledge of child's culture, including family structure, food preferences, religious traditions, and may include key vocabulary or phrases from the child's home language.</p> <p>▲ Teacher demonstrates awareness of children's interests during play by following children's lead in play and regularly pulling in additional materials or toys to support children's play (e.g., before joining to play with a child in transportation center, the teacher adds additional rescue vehicles, as the child expresses an interest in policeman and fireman).</p>	<p><input type="checkbox"/> Yes; no concerns.</p> <p><input type="checkbox"/> No; my concerns:</p>

Question	Reflections
<p>8. Does the teacher individualize social skills instruction to meet cultural and linguistic differences?</p> <ul style="list-style-type: none"> ▲ <i>Teacher reteaches critical social emotional phrases in home language to support concept development.</i> ▲ <i>Teacher plans activities and additional strategies for teaching social skills across cultural settings and norms. For example, the teacher may use role plays to teach children ways they can greet friends at school, such as saying hello, waving, giving a fist bump, or asking for a hug. Children then role play ways they can greet friends at home or community.</i> 	<p><input type="checkbox"/> Yes; no concerns.</p> <p><input type="checkbox"/> No; my concerns:</p>
<p>9. Does the teacher consistently use positive directions (i.e., telling children what to do versus what not to do) across all children?</p> <ul style="list-style-type: none"> ▲ <i>All classroom staff have prepared and learned 10 to 20 “survival words” or phrases that will assist new non-English speaking children feel safe and comfortable while directions are being given.</i> ▲ <i>Teacher uses inclusive language when developing positively stated rules within the classroom. For example, the teacher may state “careful steering” instead of “walking feet” when assisting children in wheelchairs and/or walkers to learn the safe way to maneuver in the classroom.</i> 	<p><input type="checkbox"/> Yes; no concerns.</p> <p><input type="checkbox"/> No; my concerns:</p>
<p>10. Are all adults in the classroom respectful to each other and aware of differing cultural backgrounds?</p> <ul style="list-style-type: none"> ▲ <i>Classroom staff engage in ongoing conversations and dialogue about how they will work together and plan for differing cultural backgrounds in the classroom (e.g., How will we provide positive feedback to children of different cultures? How will we plan for consistent communication with families? What teaching strategies and materials will be useful?). During these conversations, staff discuss their own cultural backgrounds and norms.</i> ▲ <i>The classroom teacher and teacher assistant work collaboratively to create an environment that balances their cultural beliefs around authority. For example, the classroom teacher finds questioning and discourse a positive indicator of critical thinking, while the teacher assistant believes that questioning information provided by authority, which includes the classroom teacher, is a sign of disrespect. The two staff members come to an agreement that when the teacher assistant has a question for the classroom teacher, she will ask the teacher after dismissal, in a one-on-one private setting or she will send the teacher a text or email.</i> 	<p><input type="checkbox"/> Yes; no concerns.</p> <p><input type="checkbox"/> No; my concerns:</p>

Question**Reflections**

11. Are all adults working towards creating an impartial, inclusive, and positive learning environment (e.g., modeling, positive feedback, directives)?

- Yes; no concerns.
 No; my concerns:

- ▲ *To increase inclusiveness around students with hearing impairments and language delays in the classroom, the teacher may increase the use of visual cues/gestures when introducing new vocabulary during story time.*
- ▲ *Teacher uses specific movements or gestures to teach a few key words related to the theme of seeds and plants (e.g., sign language for seed, rain, grow) and all classroom staff learn and use these gestures throughout the week so that children become familiar with the key concepts.*

12. Are attempts to connect with families evenly distributed across all families, regardless of the extent of their involvement?

- Yes; no concerns.
 No; my concerns:

- ▲ *Classroom newsletters are sent home weekly with all children on Friday and are emailed home to all families. Newsletters are available in home languages and families are able to select the language(s) necessary.*
- ▲ *Families are asked to identify their preferred mechanism for receiving ongoing information about their child and program events. Families select options from a large array of choices including text-messaging, email, phone call, communication book, and other choices.*
- ▲ *Classroom teacher regularly provides families with positive updates on child progress and makes personal connections with family members using their preferred mechanism. Additional efforts are made to contact all families that do not respond.*

13. Is bidirectional communication with families balanced so that all families are represented in posted photos, culturally significant items, and activities celebrating their diversity?

- Yes; no concerns.
 No; my concerns:

- ▲ *Teacher creates weekly sign-up for special Friday snack and story time. Families send in their child's favorite family/cultural food and a book to be read during snack time. Families are invited and encouraged to attend the snack time and read the book aloud in their child's classroom.*
 - ▲ *Teacher develops an "All About Me" showcase next to the home living area. A student for the showcase is selected each week. Families are encouraged to bring in cultural items from home to add to the "All About Me" showcase. Children are allowed to play with items while playing in the home living center.*
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Question**Reflections**

14. Does the teacher provide families with practical strategies for supporting the development of social/emotional skills that are developmentally appropriate and also compatible with the child-rearing practices of parents from different cultures represented in the classroom?

- Yes; no concerns.
 No; my concerns:

- ▲ *All parents are encouraged to complete a child-rearing/child care routine survey upon child enrollment that includes information about child's temperament, home language, family routines, religious holiday and traditions, as well as routines related to toileting, feeding, and sleeping. Classroom teacher uses information from the survey to provide families with specific social/emotional resources and to help the child adjust to the early childhood environment.*
- ▲ *Teacher creates a "parent corner" containing social emotional handouts, resources, and child-friendly books for families to take home. Materials are rotated monthly, align with topics in the classroom curriculum, and are available in home languages. A suggestion box is located next to the parent corner for families to request information on a specific topic.*

15. When a child-rearing practice is different than or incompatible with that considered developmentally appropriate, are families provided an opportunity to discuss and understand the difference? When possible, is there an effort to identify a mutually compatible alternative strategy?

- Yes; no concerns.
 No; my concerns:

- ▲ *Teacher schedules face-to-face meetings or arranges phone call to discuss child-rearing differences. Teacher invites families into classroom to observe child in the classroom environment to observe classroom strategies.*
- ▲ *Family members are included as active participants in the development of behavioral interventions. Classroom teacher meets with parents to review the intervention plan to make sure they understand the techniques and strategies being used to support their child in learning new skills and decreasing challenging behavior while their child is at school. These discussions around plan specifics occur before implementation of plan, allowing time for parents and classroom teacher to adapt and alter strategies if there is a cultural misalignment.*

16. Does the teacher refer and participate in the process of addressing challenging behavior similarly across all children?

- Yes; no concerns.
 No; my concerns:

- ▲ *Teacher uses BIR data to assist with decision making around initiation of intervention plan development. Children who exhibit similar levels of challenging behavior (severity and/or intensity) within the classroom are referred at similar rates for behavioral intervention support.*
 - ▲ *After initiating a behavioral support referral, the classroom teacher is an active participant in the process, attending planning meetings and collaborating with family members and behavior support team members on plan development.*
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Question**Reflections**

17. In analyzing your observation of teacher responses to challenging behavior, are developmentally appropriate and positively stated strategies implemented as a typical response across all children (i.e., no differences that can be related to differences in gender, ethnicity, culture, disability etc.?)

- Yes; no concerns.
 No; my concerns:

- ▲ *Classroom teacher is mindful of the need for consistency in responses to challenging behavior. For example, while on the playground a male and female child engage in the same challenging behavior (hitting peers). The teacher redirects both children to the game of tag, reminds both children of the playground rule of “gentle hands and feet”, and provides positive feedback to both children once they are engaging appropriately in play.*
- ▲ *Classroom staff engage in conversations, reflection, and planning when reviewing responses to challenging behavior. (“Remember, we want to provide positive feedback as soon as the child begins behaving appropriately.” “I noticed that yesterday we only responded to challenging behaviors in the block area with the boys. What are some strategies we can use to make sure we are actively scanning and monitoring all students today, not just the boys?”)*

18. When behavior interventions are developed, are they individualized based on family cultural practices and child interests?

- Yes; no concerns.
 No; my concerns:

- ▲ *Classroom teacher has conversations with families regarding cultural/social behaviors (individual versus group dynamics, views on authority figures, attitudes towards sharing, etc.). Information gathered from the family is considered when developing behavioral interventions.*
 - ▲ *In the development of an intervention plan, the classroom teacher or behavior support plan facilitator checks in with the family to determine whether the strategies under consideration have contextual and cultural fit. Staff ask “Of the strategies we have discussed, which ones would work best for your family?” and “Are there any strategies that we are discussing that you have concerns about? Are you comfortable with these approaches?”*
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Step 2: Issue Identification

In Step 2, the coach defines the concern that will be addressed with the teacher and examines additional sources of data that might help with understanding the concern or potential issue. For example, before the coaching session, the coach might gather and examine the classroom's BIRs for patterns related to children who have had incidents or for patterns in the responses to these incidents. The coach might also review the program level summary of BIR to determine if the classroom data are consistent with the program patterns and if there are programmatic or classroom issues related to the data.

After reflecting on teacher practices and data that support identifying a practice or lack of practice as a concern, the coach should engage in self-reflection about the potential issue. Is the identification of this concern related to the coach's biases? What is the relationship of the coach to the teacher? Are there implicit biases that might be affecting the coach's perspective?

Finally, in preparation for the coach meeting, the coach should operationalize the issue and identify the data sources that might be referenced in the coaching conversation.

Equity issue: _____

Data sources that support the need for focus by the teacher: _____

Initial thoughts about culturally responsive practices that might address the concern: _____

Step 3: Coaching Resources: Culturally Responsive Practices

The following resources will help the coach prepare for providing guidance to the teacher on culturally responsive practices and addressing equity concerns. Coaches can review these resources to deepen their understanding of the practices in preparation for their coaching conversation. In addition, the coach can identify what resources might be valuable to share with the classroom teacher during action planning to support the teacher with implementation. Prior to sharing any materials, it is important for the coach to make sure the materials are applicable to the coachee and the classroom context.

1. Do learning centers and activities include materials, songs, visuals that are aligned with the cultures and interests of children in the classroom?
2. Does the schedule include activities where children work collectively or cooperatively?
3. Does the posted schedule, expectations, and rules use the children's home language?
4. Do teachers use multiple examples, visuals, and cultural experiences to teach behavior expectations in a manner that relates to all children?

Resources for coaching:

- This in-service shows how schedules and routines help to promote children's learning. <https://eclkc.ohs.acf.hhs.gov/video/schedules-routines>
- Managing the Classroom: Design Environments and Use Materials to Support Learning. <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/managing-the-classroom/managing-classroom-teacher-tips-dll.pdf>
- Strategies for Supporting All Dual Language Learners. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/dll-strategies.pdf>
- Many Languages, One Teacher: Supporting Language and Literacy Development for Dual Language Learners. <https://www.naeyc.org/resources/pubs/books/excerpt-from-spotlight-dual-language-learners>
- Reading your way to a culturally responsive classroom. Includes ideas for parents. <http://www.naeyc.org/yc/culturally-responsive-classroom>
- What Parents Have to Teach Us About Their Dual Language Learners. <https://www.naeyc.org/resources/pubs/yc/nov2015/what-parents-have-teach-us-about-their-dual-language-children>
- 5 min video of planning process from the "Supporting cultural and linguistic diversity in early childhood" professional development series. <https://www.youtube.com/watch?v=XWg-ZrV3wPk>
- 7 min video with ideas and strategies for teachers - Supporting English Language Learners in the Preschool Classroom <https://www.youtube.com/watch?v=09PrmLppQ1A>

5. Does the teacher guide all individual children who need extra support to complete the transition?

Resources for coaching:

- Learn ways to help children use positive behaviors during classroom transitions.
<https://eclkc.ohs.acf.hhs.gov/video/classroom-transitions>
- Tip Sheet: Supporting Dual Language Learners With Classrooms Schedules and Transitions.
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dll-classroom-schedules-transitions.pdf>

6. Do teachers provide descriptive feedback for children’s skills, behaviors, and activities to every child?

Resources for coaching

- This in-service suite shows how to create expectations for classroom behavior that preschool children can learn.
<https://eclkc.ohs.acf.hhs.gov/video/stating-behavioral-expectations>
- This in-service suite describes five steps teachers can follow to generate meaningful classroom rules and teach them to children. <https://eclkc.ohs.acf.hhs.gov/video/creating-classroom-rules>
- Tips for Teachers on how to encourage dual language learners’ interactions:
Dual Language Learners Engaging Interactions.
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/engaging-interactions/engaging-interactions-teach-tips-dll.pdf>

7. Do teachers have conversations, engage in play, and use questioning with all children in the classroom (e.g., including the use of the child’s home language, interests, and learning preferences)?

Resources for coaching

- Many Languages, One Teacher: Supporting Language and Literacy Development for Dual Language Learners.
<https://www.naeyc.org/resources/pubs/books/excerpt-from-spotlight-dual-language-learners>
- Engaging Interactions: Tips for Teachers of Dual Language Learners
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/engaging-interactions-2/engaging-interactions-teach-tips-dll.pdf>
- Responsive interactions include taking the time to observe children and families, wonder about what they are communicating with their words and behaviors, and then responding.
<https://eclkc.ohs.acf.hhs.gov/video/early-essentials-webisode-8-practice-moment-responsive-interactions>
- Learn about ways teachers can build meaningful, positive relationships with children in their classrooms. 4 min video
<https://eclkc.ohs.acf.hhs.gov/video/fostering-connections>
- Find out about teaching practices to engage children in conversations that can support learning in the classroom. 5 min video <https://eclkc.ohs.acf.hhs.gov/video/engaging-children-conversations>
- 4 minute video – “Thick” conversations are the extended back-and-forth exchanges between a teacher and a child. This in-service suite describes teaching practices to engage children in “thick” conversations.
<https://eclkc.ohs.acf.hhs.gov/video/thick-thin-conversations>

8. Does the teacher individualize social skills instruction to meet cultural and linguistic differences?

Resources for coaching

- Teacher Time 41 min video that walks thru several social emotional teaching strategies to help children cope with “big emotions.” <https://eclkc.ohs.acf.hhs.gov/video/help-me-calm-down-teaching-children-how-cope-their-big-emotions>
- Teacher Time 54 min video shares problem solving strategies for teachers. <https://eclkc.ohs.acf.hhs.gov/video/its-big-problem-teaching-children-problem-solving-skills>
- Teacher resources (materials and solution kit) for teaching social emotional skills. <http://challengingbehavior.cbcs.usf.edu/Implementation/Program/strategies.html>

9. Does the teacher consistently use positive directions (i.e., telling children what to do versus what not to do) across all children?

Resources for coaching


- This in-service suite shows how to provide feedback to children that helps children’s learning and encourage effort. <https://eclkc.ohs.acf.hhs.gov/video/providing-feedback>
- Parent Tip Sheet with suggested phrases for praise and encouragement: Building Relationships and Creating Supportive Environments (Spanish) <http://csefel.vanderbilt.edu/modules-archive/module1/handouts/3-sp.html>

10. Are all adults in the classroom respectful to each other and aware of differing cultural backgrounds?

11. Are all adults working towards creating an impartial, inclusive, and positive learning environment (e.g., modeling, positive feedback, directives)?

Resources for coaching

- 4 min video describing, zoning, an effective practice to help teachers manage staff <https://eclkc.ohs.acf.hhs.gov/video/zoning-maximize-learning>


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12. Are attempts to connect with families evenly distributed across all families, regardless of the extent of their involvement?
13. Is bidirectional communication with families balanced so that all families are represented in posted photos, culturally significant items, and activities celebrating their diversity?

Resources for coaching

- Parent, Family, and Community Engagement Resources Catalog.
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-resource-catalog-2.pdf>
 - Multicultural Principle Learning Extension 1 – ideas for collecting information to make home/program connections.
<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/multicultural-principles-learning-extensions-principle-01.pdf>
 - The influence of culture on early child development – a publication summarizing research.
<http://www.buildinitiative.org/TheIssues/DiversityEquity/Toolkit/ToolkitResourceList/ViewToolkit/tabid/224/ArticleId/93/The-Changing-Face-of-the-United-States-The-Influence-of-Culture-on-Early-Child-Development.aspx>
 - Building Partnerships: A guide for developing relationships with families – tools and strategies from Head Start.
<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/building-partnerships-developing-relationships-families.pdf>
14. Does the teacher provide parents with practical strategies for the development of social/emotional skills that are developmentally appropriate and also compatible with the child-rearing practices of parents from the different cultures represented in the classroom?
15. When a child-rearing practice is different than or incompatible with that considered developmentally appropriate, are families provided an opportunity to discuss and understand the difference? When possible, is there an effort to identify a mutually compatible alternative strategy

Resources for coaching

- Talking with Families about Problem Behavior: Dos and Don'ts
<http://challengingbehavior.cbcs.usf.edu/docs/Talking-families-about-problem-behavior-dos-donts.pdf>
- Collaborating with families: Dos and Don'ts for teaming
http://challengingbehavior.cbcs.usf.edu/docs/Collaborating_families_building_capacity.pdf
- Cultural and Linguistic Responsiveness Resource Catalog from Head Start
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/resource-catalogue-cultural-linguistic-responsiveness.pdf>

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16. Does the teacher refer and participate in the process of addressing challenging behavior similarly across all children?
 17. In analyzing your observation of teacher responses to challenging behavior, are developmentally appropriate and positively stated strategies implemented as a typical response across all children (i.e., no differences that can be related to differences in gender, ethnicity, culture, disability, etc)?
 18. When behavior interventions are developed, are they individualized based on family cultural practices and child interests?

Resources for coaching:

- Young Children article: Culturally Responsive Strategies to Support Young Children with Challenging Behavior.
<https://www.naeyc.org/resources/pubs/yc/nov2016/culturally-responsive-strategies>
- Supporting Dual Language Learners with Challenging Behavior.
<https://eclkc.ohs.acf.hhs.gov/culture-language/article/dual-language-learners-challenging-behaviors>
- This resource describes contextual Fit, which includes cultural relevance. Are the outcomes of the intervention valued by those who receive them? Are the strategies and procedures consistent with the personal values of those who will perform them? Are the strategies and procedures consistent with the personal values of those who will receive them?
<https://aspe.hhs.gov/report/importance-contextual-fit-when-implementing-evidence-based-interventions/what-contextual-fit>
- Strategies for Teaming with Families in the Process of PBS.
<http://challengingbehavior.cbcs.usf.edu/docs/Strategies-for-Teaming-with-Families.pdf>

Step 4: Reflection and Feedback

This coaching guide is meant to help you identify when culturally responsive practices are in place as much as it is to identify when they are not in place. So, remember to reinforce teachers when you find good examples of culturally responsive practices just as you do with other coaching practices. For example, “That was a great strategy you used to connect with parents working two jobs. I’d really like to share that with other teachers. Can you tell me more about how you did it?”

Reflective conversations on culturally responsive practices may be stimulated by ongoing classroom coaching and reflections, an observation of a specific incident that suggests a question about a teacher’s practice, or following a meeting or professional development in which culturally responsive practices and/or implicit bias is discussed. Each of these contexts may require a different beginning or set of reflective questions.

TPOT observations, reflections on the questions and examples posed in Part 1 of this guide, BIR review, and ongoing observation and practice-based coaching are one point of entry. For example, the teacher may identify a variety of ways in which they attempt to reach families, however, further review of the practice and reflections on Question 13 in this guide indicate that less effort is initiated toward single-parent families. This review and these observations would indicate the need for further discussion around culturally responsive practices and equity related to family engagement.

An observation of a specific incident may also be the catalyst for a discussion of culturally responsive practices. For example, you may observe an incident in which a teacher responds to one child’s challenging behavior by providing instruction on an acceptable alternative behavior but is more directive with a second child, telling them what not to do and removing them from the activity. This incident may lead you to gather more data/information by reviewing BIRs and asking the teacher questions about the difference in her response.

Finally, a professional development activity or meeting around equity may lead to a coaching conversation and reflection about implicit bias and culturally responsive practices. For example, you may have a reflection around vulnerable decision points and how that might apply in a specific classroom.

To prepare for discussions around culturally responsive practices and equity concerns, coaches can review the following conversation starters and reflective questions used frequently in Practiced Based Coaching.

- ▲ Describe what happened when you ...?
- ▲ How did the children respond to ...?
- ▲ I noticed that you Tell me more about that strategy.
- ▲ What do you think would happen if ...?
- ▲ Tell me how you felt about...
- ▲ What might you try the next time?
- ▲ How did that compare to ...?



In addition, coaches can review the following specific questions that may assist in entering conversations around culturally responsive practices and equity.

Questions following professional development or training

- What strikes you about what we discussed in the staff training?
- What have you seen that you would like to learn more about?
- What was your impression about the training?
- Did it bring up any issues or “aha” moments?

Questions following data review

- Are you seeing any patterns in your data that you want to discuss? Any data patterns that concern you?
- When you examine the data, is it consistent with what is occurring in your classroom?

General questions about equity/practices to start conversation

- What experiences have you had with... (implicit bias; culturally responsive practices)?
- What are your thoughts about culturally responsive practices and their application to this process?
- What are some culturally responsive practices we've implemented in the program?
- What are practices in your classroom that are culturally responsive? Show me what you have. I would like to hear more about what you are doing.

Questions following an incident that might occurring during an observation

- When I was here for my observation, I saw ____ (describe incident). Describe to me what happened that day. What's your perspective on this situation?
- Let's talk about Vulnerable Decision Points. Have you come across situations in your classroom recently where a vulnerable decision point occurred? Have you had to ask yourself if this is a VDP?

Goal Setting

- In my last observation, I noted that... (provide wait time for coachee to respond). What do you think about trying...?
- As I think about your strengths, you do this (insert practice here) well. I am wondering if we can add to this practice to address (insert concern here).

Wrapping up Coaching Conversations

- What reflections or observations do you have about our discussion today?
- What have you heard today that has made you think or has touched you in some way?

Tips for Working through Resistance

If the teacher is likely to be resistive, have difficulty acknowledging that the concerns are relevant to the classroom, or reject the information, try using the strategies below to initiate the reflection and guide the coachee to awareness and buy-in for practice change.

1. Share a PD resource (see suggestions in step 2) that you think might be helpful in addressing the concern. You might say “I saw this resource and it made me think of your classroom. I think it could be helpful in (e.g., getting all children engaged in learning, strengthening your family partnerships, etc.). Can you review it before my next coaching visit and we can discuss it?”
2. In the next coaching session, start the conversation with . . . “What did you think about the resource?” and pause for response. You might follow with “Would this strategy work in your classroom?”. If the teacher does not express interest or see the fit, you might follow with “I noticed in your classroom that (state the concern in observational terms). I thought that this resource might be helpful for thinking about how to (state the practice).”
3. If the teacher rejects the notion that your observation is accurate or the change in practice is needed, assess whether one of the following strategies might be helpful:
 - a. Suggest that the teacher monitor her practice over the next week for a follow-up discussion (e.g., “Would you be willing to think about this over the next week and collect some data to see if it’s an issue for your classroom? You could do a simple tally of how many times you join in the play of the boys during center time versus the girls”).
 - b. Suggest that the teacher reflect on her practice and hold a team meeting with other personnel in the classroom to discuss whether this is an issue for the classroom. During this meeting the team can make a list of examples that show that the practice is/is not being implemented. You might say “I can’t be here every day and I don’t get to see everything that happens. You and your team know best what happens in the classroom. Could you bring this up in a team meeting over the next week?”
 - c. Offer to videotape an observation so that the teacher can review it and identify if there are any concerns (e.g., “Would it be helpful if I videotaped center time and provided it to you for your reflection. When you are busy teaching, it is hard to observe everything that might happen in the classroom.”).
4. If the teacher asserts that biased-practices are justified because of perceptions about a particular group of children (e.g., “Those children need . . .” or “Those children can’t . . .”), follow the statement with probing questions to move the teacher towards exploring the basis for the statement. For example, you might say “What makes you say that?” or “When you say those children, it makes me think that you believe that. . . . Can we explore that some more?”